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# JOURNAL

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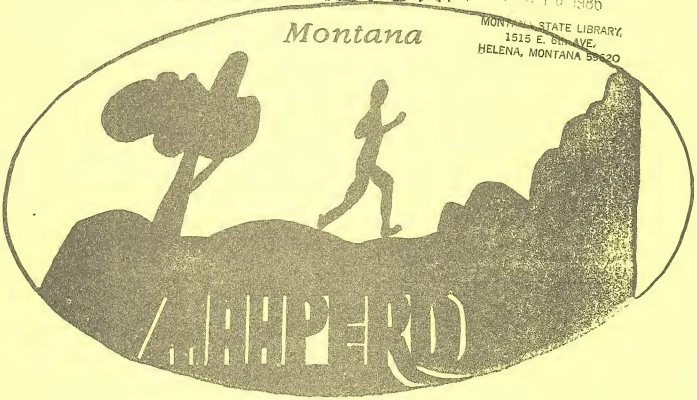


ASSOCIATION
FOR HEALTH, PHYSICAL EDUCATION,
RECREATION AND DANCE

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The opinions expressed in this journal do not necessarily represent those of the MAHPERD nor those of the Editor.

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PUBLICATION DEADLINES

Material for publication and editorial correspondence should be addressed to:

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Helena High School
1300 Billings Avenue
Helena, Mt. 59601

Material may be submitted anytime, but material for the Fall and Spring issues is due August 1 and January 5.

## A Message from the President

I am very pleased to have this opportunity to be able to communicate with MAHPERD members, other professionals and students across the state.

First of all I want to say that I am very honored to serve as your President this year. I have accepted both the challenge and responsibilities and will do all I can to help the MAHPERD Organization and its membership and to advance our health, physical education, recreation and dance profession. I am very grateful, also for all the help and encouragement that I recieve from the MAHPERD Board, the Northwest Association, AAHPERD and others interested in our professional organization. It is exciting and rewarding to be associated with and working with all the talented individuals that make up our state, district, and national organizations; individuals who are filled with enthusiasm and dedication for our profession.

When I took over as President at the 1985 State Convention in Missoula I set some priorities and goals that I hope to reach during my tenure.

The goals to which I have committed myself and the theme I have set for our state association this year are interrelated with the National Alliance's theme for 1986, "Creating Images".

The theme I have chosen for MAHPERD this year is--"TO SHARE is to CARE--TO SHARE is to GROW".

As President of MAHPERD I sincerely believe that we as an organization and as professionals must Share. We must communicate more effectively among ourselves and increase public awareness of our professional accomplishments.

We need to share our ideas, goals, programs, and "dreams" with one another. I know there are many of you out there with great ideas, so become involved with MAHPERD if you are not already a member, and become more actively involved if you are already. I sincerely see MAHPERD as a service organization with members helping and sharing with others in our profession. MAHPERD cares about you, and MAHPERD wants to grow. So become more involved, stay in contact. Send me, or board members, your ideas on how we can better serve you, how we can help you, how you can help MAHPERD, what you'd like to see at the state conventions. Perhaps you'd like to be on the program at a convention, let us know. Share your expertise, your creative ideas, your successful programs, and then we can in turn share them with others. Let us know of specific concerns or problems so together we can find solutions and work on common interests.

I can see great potential--I can see MAHPERD becoming a very strong and powerful state organization. Physical educators, dance and recreation

people are naturally dynamic, enthusiastic, creative people. Joined together, working towards common goals, the potential is unlimited.

A President is defined as a "leader". It has been said that a good leader involves people in ideas, and provides for personal growth and that is what I hope to accomplish as your President.

Other priorities and goals that I hope to see MAHPERD work towards this year are:

1. To increase membership, make more people aware of MAHPERD and of the benefits of belonging to our national organization. If anyone is interested in serving on a membership committee, let me know.

2. To Strengthen our Legislative Committe -- I feel very strongly that we need to have a good strong legislative committe as they do in some other states. Power in education today is not at the national level, it is in the states. States can make things happen. We need people to serve on this committee who want to be actively involved with MAHPERD concerns and who are politically inclined. Please contact me if you would like to be involved or know of good potential candidates.

3. To Further Develop Mission Possible -- Be aware of Mission Possible, this committee is there to help you, there to help those who "fear the ax". If you need help, we have justification materials to help you. Mission Possible is one of my major concerns and priorities this year. I deeply feel that justification of physical education programs in our schools needs to be one of our major concerns and goals of our organization, as it is concurrently at the national level. While some Montana schools are cutting back on physical education, Iowa, for example, is pushing for required physical education five times per week for fifty minutes a day.

And finally, perhaps most importantly, we must have a strong P.R. thrust. We need to make people aware of what MAHPERD is, and WHO we are. It is not enough that we alone know what we are doing. The public needs to associate us with the improved health and wellness lifestyles ofyoung and old, and recognize our contributions. And, if we are to receive the recognition and appreciation, then we EACH must "Create Images". We must each in our own given situations have the highest standards, quality and excellance in our programs. We must each ask ourselves, "What have I done, or what can I do for my professional image". And, remember, whatever image you create, it will follow you!

In closing, I challenge you to become more professionally involved, and to go out and "Create and Image".

Professionally yours,

Cissy Filcher

P.S. Make MAHPERD work for you! And remember---"To Share is to Care
To Share is to Grow"

# State of Montana

## Proclamation

WHEREAS, physical activity is essential to health and the total development of all people; and

WHEREAS, it is essential that children have opportunity to develop their full potential through a total education; and

WHEREAS, all people responsible for the health and education of children deserve to learn about expanding opportunities in sport and recreation; and

WHEREAS, it is important that children learn the sports and other physical skills that lead to participation, enjoyment and good health throughout life; and

WHEREAS, a healthy lifestyle and positive health habits start with and are fostered through sound health and physical education in our schools; and

WHEREAS, during the week of March 1 - 7, 1986, the American Alliance for Health, Physical Education, Recreation and Dance in cooperation with affiliates and friends will emphasize the importance of health and safety, physical education, dance and recreational opportunities in school and community.

NOW, THEREFORE, I, TED SCHWINDEN, Governor of the State of Montana, do hereby proclaim the week of March 1 - 7, 1986, as

HEALTH AND PHYSICAL EDUCATION WEEK

and urge all Montanans to work for improved physical health and well-being.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the GREAT SEAL OF THE STATE OF MONTANA to be affixed. DONE at the City of Helena, the Capital, this thirteenth day of January, in the year of our LORD, one thousand nine hundred and eighty-six.

TED SCHWINDEN
Governor of Montana

ATTEST:

JIM WALTERMIRE
Secretary of State

### *What is MAHPERD?*

MAHPERD is an association of Montana teachers, administrators, coaches and students involved in health education, physical education, recreation, dance, athletics, intramurals, adapted programs and related areas.

### *Who joins MAHPERD?*

Elementary, secondary and university teachers and administrators join MAHPERD as well as community recreation and dance personnel.

### *How is MAHPERD organized?*

MAHPERD is headed by a President, elected annually, and an Executive Board made up of and elected by its membership. MAHPERD's strength is in its membership and in the strong leadership its members provide.

### *When does MAHPERD meet?*

MAHPERD meets in conjunction with its annual state convention in the fall. The state convention provides the very best possible workshop sessions available in Montana. The Executive Board meets periodically at other times during the year to carry on association business.

### *Why join MAHPERD?*

—Hosts Annual State Convention

—Sponsors workshops for teachers

—Prints and distributes **MAHPERD Journal**

—Sponsors annual "Jump Rope for Heart" with Montana Heart Association

—Presents Honor Awards to outstanding members

—Presents service awards to organizations making contributions to the profession

—Gives members a unified voice and representation

—Provides a method of communication statewide

—Provides teachers and schools with promotional ideas and information for health and physical education

—Promotes Montana Physical Education and Sports Week

—Coordinates activities between the national association, northwest district and the state

—Represents membership in educational matters involving the state Legislature and State Board of Education

**Montana Association for Health, Physical Education, Recreation and Dance**

***Membership Application Form***

Mr.
Ms. _____ _____

(Print) Last First Middle Initial Home Phone Business Phone

Home Address: _____

Street City State Zip Code

Business Address: _____

School or Agency City State Zip Code

***Type of Membership (check one): Professional _____ ($10) Student_____ ($3)***

*Make check payable to: MAHPERD*

Detach and mail to: Helen Chrest, MAHPERD Treasurer, Box 179, East Helena, MT 59635.

The Alliance offers each individual member a wealth of benefits and services. While keeping members informed and up-to-date on events and trends within the HPERD disciplines, each member is also provided with numerous opportunities to become involved and to help shape those events and trends: To meet and exchange ideas with colleagues at conferences, workshops and conventions; to assume leadership positions within national associations; to publish in newsletters and periodicals . . . or to submit monographs or manuscripts for publication.

Through national networks organized both geographically and by discipline, the Alliance provides a solid framework for the development of its disciplines and the professionals within those disciplines.

Membership in the American Alliance brings to each member:

- UPDATE -- the only national newspaper devoted specifically to news and features on health, physical education, recreation, sports and athletics, leisure, dance and related disciplines. An upcoming calendar of events and job exchange information are among the regular features in each of the ten issues published annually.
- Journal of Physical Education, Recreation and Dance . . . Health Education . . . Research Quarterly--each member has a choice of receiving one, two, or all three of these outstanding, award-winning periodicals. From current issues in physical education to teaching ideas, curriculum development, and feature articles on physical education, sport, and leisure to specific issues and topics within the fields of health and research, these Alliance periodicals fully address and cover the HPERD disciplines.
- Annual Conventions -- six major conventions are scheduled each year for Alliance members . . . one major national convention and five regional conventions. Program subjects and allotments reflect the current issues and trends within all of the Alliance disciplines.
- National Association affiliations -- the Alliance houses six national associations representing the HPERD disciplines. Every Alliance member is automatically eligible for membership in any two associations of his/her choice.

- Substructure Participation -- every association is comprised of a variety of substructures (committees, councils, societies, etc.) that address specific areas within the particular discipline. Each member is entitled to select membership in a total of six substructures, or three in each association. Active participation and input is solicited from members for organizational strength and leadership in defining the association's roles and goals.
- Conferences and Workshops -- promoted and provided by the Alliance, the associations, and/or the substructures, around the country and year round. These are tailored specifically to membership interests and organizational goals. From teaching to research to officiating, all HPERD interests are covered as fully as possible through membership strength.
- Newsletters --in addition to "Update" a wide variety of newsletters are published by the individual associations and their substructures, addressing the issues and concerns of particular segments of the alliance membership. Once again, active involvement from individual members is key to the process.
- Publications -- each year members receive an updated catalog of Alliance publications, including software and a/v materials in addition to books. An average of 14 new publications are added annually to a stock of 300 publications addressing all of the HPERD disciplines and interests. Members receive special discounts on publications, and are invited to submit manuscripts for editorial review.
- Placement Service -- in addition to the job exchange feature of "Update", the Alliance maintains a database of position openings and resumes of Alliance members who are looking for a change. This is a free service to any interested member.
- Group-rate programs -- from professional liability coverage to long-term disability, the Alliance makes available optional insurance plans at discounted rates, based on membership strength.
- Discounts and free services -- job placement to group travel packages and discounts on auto rentals and moving expenses, the Alliance is constantly adding to the list of services made available at a low cost to no cost whatsoever.

## WEIGHING THE EFFECT OF WEIGHT TRAINING

There is little dispute that weight training effeciently strengthens, shapes and tones muscles. Athletes use weights successfully to increase power and performance for their sport. By strengthening muscles, weight lifting can prevent injuries and in some cases speed rehabilitation following an injury. But in the absence of convincing longterm studies showing that pumping iron can turn back the clock, don't count on it.

Uplifting as it may seem, hoisting weights has its down side. Especially risky is the so-called maximum strength, training regimen, in which you go to the limit to increase muscle size, strength and power. Typically, several sets of the same exercise with enough weight to exhaust you within five or ten repetitions are involved. "if you are lifting maximum resistance," says Dr. Robert Nirschl, orthopedic consultant to the President's Council on Physical Fitness and Sports," the risk factors are increased in groups vulnerable on the basis of heredity, prior injury or misconceptions of training--too much, too fast, too soon.

Heading the list of risks is lower back strain caused by arching the back while you lift. Also common are tears in the cartilage of the knees or pain under the patella. Tendonitis can strike any joint, but it most often affects the shoulder, elbow and wrist. Symptoms of osteoarthritis, particularly at the shoulder joint, are common in those who train with heavy weights, even if they are in thier late teens or early twenties.

Because strength training causes blood pressure to soar, it can be risky for hypertensives and cardiovascular patients. Irregularities in menstruation not unlike those usually associated with underweight marathoners sometimes occur in women bodybuilders.

The most benefit with the least danger comes from endurance, or circuit weight training. The idea is to move quickly from one weight station to the next, using weights light enough to lift 20 to 30 times, and to continue for at least 30 minutes three times a week. Such weight training can benefit the cardiovascular system by helping to decrease cholesterol levels and lower resting blood pressure. But even circuit training, most experts agree, should be supplemented by running, biking or some other aerobic activity.

Adopted from Changing Times January 1986.

# MIDDLE AGE

In our society, childhood receives much loving attention. Adolescence is viewed from every angle, from how teenagers dress, dance and drive to their attitudes on drinking, drugs, and sex. Practically everywhere we look, we see suggestions on how to rear our toddlers to schoolage moppets and how to stop our teens from smoking pot. Old age is viewed with terror, as we read about hospitalization plans, pensions and retirement funds, and think of all the things we fear we will one day by physically unable to enjoy.

What about the middle-ager? This age group is making more money than ever before, and has become the most productive and yet unexplored period in the lives of 20th Century Americans. Yet, one fifth of our nation is between the ages of 40 and 60. The middle-ager is expected to solve problems of world affairs, as well as those in his own home, with very little encouragement and no blueprints to guide him. He is expected to provide an education for his children far beyond the years and expense of any other parents in history. He is also expected to take care of his own parents, who are living longer than ever before.

What is middle age? To the very young, it is anything over 30. To the adolescent, the Establishment is middle-aged...its music is twenty years old, and so are most of its jokes. To the elderly, it is any age short of convalsecent or nursing home. One professor says, "there is no definition of middle age, any more than there is a definition of youth in the sense that we don't know how to put a time limit on youth."

Most of us arrive at middle age by different routs. Like flowers, the pace is programmed by the original seed. Some people reach their peak years at a very early age; others are late bloomers. For instance, most athletes and starlets are early bloomers; politicians, scholars, scientists and lawyers tend to bloom later. For some of us, it takes longer for the brain to develop than the muscles.

Many people prefer to refer to mid-life as "maturity" instead of "middle age". Why? Because this is a period when you either work out your hangups or learn to live with them. The mistake is simply to endure the process of middle age; one must positively say "yes" to this new stage of life. The wisdom of this age is different from sheer intelligence or a mere reserve of information. It cannot be learned from books, nor acquired in schools. Only the life process of gradual growth can teach the wisdom of the heart found accompanying middle age.

Why is middle age the ignored generation? Because it is a relatively "new" age group. Due to medical advances, life has lengthened and grown in the middle. Another reason middle age is so neglected is that we would like to think there is no middle age. There are the young young, the middle young, and the old young.

Physically speaking, a man's physical strength is supposed to be at his peak at the age of 21. The arduous training of the astronauts (many of whom are over 40) prove that man can maintain his physical competence at ages much beyond 21. Today's middle-agers water ski, skin dive, sail, golf, and participate actively in many other sports. Did you know that 63 percent of this country's Nobel Prize winners in the past 10 years have been between the ages of 40 and 60?

For the woman whose career has been homemaking and child raising, middle age is bound to find her feeling she is coming to the end of her career, as her children leave the nest. This phase of her life is over, although she may have thirty or forty years ahead of her. She has to find new ways to gratify her need for self-esteem. And the way she handles this problem determines how happy her future is going to be.

She can go back to school, back to work, travel, find a hobby, or become involved in club work, all leading to a productive and enjoyable middle age. Or, she can refuse and reject the change, bury her head in a book under the hair dryer, cling to her children, and stagnate. She then refuses to accept that very special power and joy that belongs only to the middle-aged.

Psychologists tell us middle age produces a crisis when we feel restless, bored, dissatisfied, self-involved, and hemmed in by life itself. The physical image the 40-year old has of himself can range from a desperate last vision of being eternally young to an equally false new image of having one foot in the grave. "This crisis is as natural for the age of forty as teething is for infants," say the experts. And the better we are able to understand what is happening to us, the less impact this upheavel is going to have.

There is one aspect of 40 that seems like 14. Both age groups are trying to decide what life is all about, but 40 is doing it for the second time around. The teenager is trying desperately to decide: "Who am I? What shall I do with my life? Where shall I go? Who shall I love?" While his father or mother, who may be much quieter about their conflicts, but just as desperate, is asking: "What have I done? What am I doing here? How am I going to get out of this, and what does the future have in store for me?"

As one unhappy fellow of 43 said: "Why shouldn't I feel trapped? Twenty-five years ago, a light-headed college kid made up his mind that I was going to be a teacher. So now here I am, a teacher, I'm stuck. What I want to know is, why should that kid have been able to decide what I was going to have to do for the rest of my life?"

Why is he suddenly tired of teaching? Basically, nothing has changed as far as the teaching profession is concerned; it is his sense of values that has changed, which is common during middle age.

The problem of finances often assails the middle-aged. Sometimes they are financially drained between the demands of the old and the young, so that they realize they are not saving anything for their old age--even though they are at their peak of earning power. This is not a happy or relaxing thought.

When he lies awake at night, the middle-aged man is worrying about getting ahead in his career fast enough.

His wide awake wife knows one of the many reasons for a man marrying is to have support in his climb toward success. She feels as though she has given him her wholehearted support, yet broods about not having finished her college education so she could go out and provide the earning boost to surge ahead at a more rapid pace.

Adults must admit that at this age they have learned from experience that tomorrow always comes, and so does the morning after. If they temporarily forget this fact during the middle-age crisis, the morning will always be there to remind them. A marriage that has survived into middle age has possibly got through two decades of togetherness, and this accomplishment cannot be lightly regarded.

Does the middle-ager suffer from instability? "Yes," say the experts. "In this respect, 40 is much like 14." The middle-aged housewife has moments when she lets him rave and rant about the leftover peas in the back of the refrigerator which are quickly turning into a penicillin factory. Why? Because today she feels emotionally stable and secure. She realizes somthing has upset him during the day at work, and he is taking it out on the peas--which he could just as easily pitch into the disposal and be done with.

Does the middle-ager worry about growing old and becoming "senile"? Sure he does. Nearly every person between the ages of 30 and 60 vows, at one time or another, that he will write himself a note to remind him that when he gets "old" he will not act "that way". What's wrong with this? We are forgetting that everything we do before the ripe old age we consider "that way" influences the kind of person we will be at that time.

Statistics show that the person who has been mentally alert all his life will NOT become senile in his old age (barring brain-damaging strokes or Alzheimer's Disease, of course). But the person who was really very shallow and had little interest in life about him and learning new things will become more noticeable in his later years. Thus, the time to change patterns in not at 70--but at 30, if you plan to enjoy a delightful middle age and twilight years.

Scientists today agree that your brain does not hit its full stride until you have passed the half-century mark. Dr. Wilma T. Donahue of the University of Michigan points this out when she says: "Mental functions can be maintained at maximum performance, or even increased, for many years. At 70, most people are as mentally capable as they were at 50. Even at 80, one's intellect is often equivalent to what it was 30 years earlier." Experts agree there is a vast untapped reservoir of brainpower in the 48 million Americans age 45 and older.

The answer seems to be finding the positive solution to the problems of the middle-age crisis. Dr. Rebecca Dewery, a phychologist, says: "The middle-ager who is really thinking young is the one who is utilizing his skills and potentials. The middle-aged person has the background,the selfassurance to think ahead, to think young. The teenager is too selfish to do this.

This is also a time of life when one begins to become more honest with himself. He knows his limitations and acknowledges them. Perhaps he knows he will never understand interest rate as compounded on an unpaid balance, but he doesn't really care. He is sure he will never learn to be a parachute jumper or learn how to weave Indian blankets, but that's all right with him too.

This is an age when he can RELAX. This is the time when he realizes that a lot of problems he lost sleep over, weren't really worth worrying about. And these are the days when he realizes the problems he can't solve, he must learn to live with.

Psychiatrists tell us that understanding middle age can make this time of life one of the most productive and enjoyable stages a human being can go through. The middle-ager never stands alone. He has a definate link with all age groups, being neither chidish nor senile, young nor old. It is considered a middle or central ground .

Middle age is the difference between questions and answers, hasty decisions and carefully-made plans. The young want to blow up the safe an pilfer the gold. Middle age is learning the combination to the safe and earning the gold.

Adopted from The Elks Magazine, December 1985 - January 1986.

## SMOKELESS TOBACCO---A SAFE ALTERNATIVE?

Impressionable elementary and secondary age male students and athletes are the target of a 1980's tobacco industry media campaign promoting the use of smokeless tobacco products. It is estimated that more than 22 million persons in the United States use smokeless tobacco.[1-2] Popular sports personalities such as Joe Namath, Catfish Hunter, Tom Seaver, Earl Campbell, Bobby Murcer, dip, chew or do both. Even entertainers are influencing youth to try smokeless tobacco. When the popular Charlie Daniels Band plays, the leader gets "real tobacco pleasure without lighting up" by taking a pinch of wintergreen flavored Skoal between his cheek and gum. The advertising is directed strongly toward youth and it is effective. Chewing Clubs have been started in many schools complete with charters and membership cards. A recent survey showed that it is not uncommon for a young boy to start dipping, chewing, or both at the age of 10 or 12.[2] Since the mid 1970's sales of smokeless tobacco have increased 11% per year. Total production of smokeless tobacco in the United States rose from 98 million pounds in 1971 to an estimated 134 million pounds in 1980.[3] At that rate production could be over the 150 million pound mark in 1985.

Snuff dipping and tobacco chewing are habits that are rapidly gaining popularity among our youth. Snuff dipping consists of the placement and retention of finely ground or powdered tobacco in the oral vestibule between gum and cheek. Powdered tobacco can also be inserted in the nose and is simply called snuffing. Up to a third of varsity-football and baseball team members are dipping or chewing or both.[4] Their role models are often the professional athletes and coaches.

Parents, teachers and coaches have a responsibility to inform young persons of the effects of smokeless tobacco. Its use should not be ignored.

All need to be aware of the oral manifestations of prolonged smokeless tobacco's use and its consequences.

Users of smokeless tobacco usually retain small particles of tobacco on teeth and oral soft tissues even when they are not chewing or dipping. Chronic use of smokeless tobacco results in bad breath, discoloration of teeth, excessive wear of teeth (abrasion), decreased ability to taste and smell, recession of the gums, advanced periodontal destruction, loss of teeth, erythema of the mucosa, leukoplakia and snuff-dippers carcinoma.[5]

The carcinogenic hazard of oral snuff is of special concern in view of the recent upswing in consumption of smokeless tobacco in the United States. The constituents of snuff responsible for oral cancer are uncertain but a prime suspect is N'nitrosonornicotine (NNN) which has tumor initiating properties in laboratory animals. Nitrosonornicotine is the first organic carcinogen isolated from unburned tobacco. It is found in smoking tobacco, chewing tobacco, and snuff in high concentrations.[2] Smokeless tobacco generates higher levels of NNN when it incubates with saliva presumably through the action of salivary nitrites.[3]

Oral leukoplakia is a common sequela of the use of tobacco in the oral cavity. The World Health Organization defined leukoplakia as a lesion of the soft tissues that consists of a white patch or plaque that cannot be characterized clinically or pathologically as any other disease. Leukoplakia may vary in appearance from a smooth, slightly translucent white area to a thickened, cracked and hardened lesion.[2] When the lesion is recognized, smokeless tobacco use should be discontinued. If the leukoplakic area fails to return to normal appearance within two weeks, a biopsy should be made of the area.[5]

Smokeless tobacco products have been shown to cause oral cancer. A

careful review of the North American medical and dental literature discloses that 646 documented cases of oral, pharyngeal, and laryngeal cancer are directly linked to smokeless tobacco. There has even been one case of cancer of the ear reported in a 58 year old farmer who had used snuff in his left ear daily to weekly since the age of 16.[6] The American Cancer Society estimated 27,500 new cases of oral cancer in the United States (80 in Montana) and 9,350 deaths from oral cancer (30 in Montana) in 1984. The incidence is more than twice as high for males as females. Warning signals include a sore that bleeds easily and doesn't heal, a reddish or whitish patch that persists, difficulty in chewing, swallowing or moving tongue or jaws. The use of chewing tobacco is one of the risk factors along with heavy smoking and drinking.[7] A recent report from the U.S. Surgeon General correlates tobacco chewing with cancer of the esophagus.

Besides cancer, recent preliminary research findings from Baylor College of Medicine and Texas Lutheran College have shown that oral use of Smokeless tobacco can produce significant effects on the heart and blood vessels in humans. For men younger than 20 years of age, oral snuff usage can increase heart rate from an average 69 to 88 beats a minute within 20 minutes. Average blood pressure readings increased significantly (118/72 to 126/78) during the same 20 minute period. These research findings could pose a health hazard to those tobacco chewers or dippers who have high blood pressure.[6] The active ingredient, nicotine acts as a stimulant increasing heart rate and blood pressure. Tobacco is the only source of nicotine. It is absorbed through the lungs in cigarette smoking, through the buccal mucosa in tobacco chewing, and through the nasal mucosa in snuffing. The rate of nicotine absorption from snuff is very rapid. It takes a cigarette smoker about 10 minutes to reach a peak nicotine level compared with 5 minutes or less for a snuff user.[8]

Thus the use of smokeless tobacco is not a safe alternative to smoking.

Persons can easily become dependent on nicotine. Many persons using snuff or chewing tobacco are either current or former smokers. The tobacco industry is encouraging the use of smokeless tobacco as an alternative to smoking. It is imperative that our schools assist parents in informing youth of the facts concerning the use of dipping and chewing tobacco. The American Cancer Society has developed educational programs for elementary, high school and college-level students to discourage the use of smokeless tobacco. Parents, teachers, coaches, and counselors should contact their nearest Cancer Society office for the materials. Pamphlets are also available through the American Cancer Society including one titled "Everything You Want To Know About Chewing and Dipping...But Were Afraid to Ask".

The lessons on smokeless tobacco could easily be scheduled into the school drug unit in the health curriculum for elementary and secondary students. Youth need valid scientific information before making a personal decision whether to use or not to use smokeless tobacco. They should not be solely influenced by the tobacco industries mass media campaign and/or examples of friends or some adults around them. The television segment on 'Sixty Minutes' in February awakened many persons to the effects of chewing and dipping. As one young man said to me the morning after the program, "I have been chewing tobacco for years, but I didn't know you could die from it! I am going to try and stop now!" His personal decision to stop using smokeless tobacco was a result of listening to some medical evidence. There is sufficient scientific evidence available in medical and dental literature to show that smokeless tobacco is not a safe alternative to smoking.

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# NATURAL RESOURCES AND ENVIRONMENTAL EDUCATION DEMONSTRATION PROJECT MANAGEMENT ISSUES IN THE BOB MARSHALL WILDERNESS COMPLEX

Prepared By Kenneth Wall
Assistant Director, Wilderness Institute
For MAHPERD Newsletter
July 22, 1985

This is the first National demonstration project for the Natural Resources and Environmental Education project, funded and sponsored by the Washington DC office of the U.S. Forest Service. Kenneth Wall has served as the Assistant Director of the Wilderness Institute for the past five years. In that time he has coordinated over forty projects in wilderness research and education. He has a degree in forestry from the University of Montana.

In October, 1984, the Wilderness Institute at the University of Montana competed against thirty other universities and private consulting firms across the country for a contract from the Washington Office of the U.S. Forest Service to develop a demonstration project to teach a natural resource issue to agency employees and the public. The Natural Resource and Environmental Education Program (NREE) is a new approach to public education by the Forest Service, with a special emphasis on natural resource issues on individual National Forests.

We are developing a four-part education module on the issues of wilderness management in the Bob Marshall Wilderness Complex (BMWC). The four parts include:

1. Background literature, educational materials, and supporting information on wilderness management of the BMWC.

2. Classroom and field trip education exercises and learning activities on main concepts of managing wilderness ecosystems, written for fifth grade students.

3. Visually-oriented material, including a slide tape program, notebook, brochure and fact sheets, directed at adult audiences.

4. Reference and source list for background literature, educational materials, and supporting information gathered and indexed throughout the project, supplemented by an annotated bibliography.

The goal of the project is to collect and organize information, and develop educational activities and audio-visual aids to demonstrate a method of teaching the public about a natural resource issue. A second goal is to provide the Flathead, Lewis & Clark, Lolo and Helena National Forests with educational materials to increase the general public knowledge and awareness of wilderness management problems in the Bob Marshall Wilderness Complex; and to provide information for wilderness managers to change harmful wilderness behavior and reduce site-specific impacts and user conflicts.

The major management topics for the project are:

* Background, history and development of philosophies and values that led to the creation of the wilderness act.

* Legislative history, policy, and regulations governing wilderness and the methods used by agencies to manage wilderness.

* The natural characteristics of wilderness ecosystems.

* Wilderness skills, etiquette, minimum impact techniques, proper equipment, health hazards and safety needs.

One part of this project will be of particular interest to elementary teachers in Montana. We are developing a three-part module of educational materials and activities for use by elementary teachers, especially those who teach 5th and 6th grades. These activities and materials are designed to supplement existing curriculum materials to assist in teaching students about wilderness management issues and concerns. There will be three parts to the materials:

1. A set of eight lesson plans supplemented by background materials and activities focusing on awareness of wilderness management, cultural and resource values found in wilderness areas, an introduction of natural processes and ecosystems, and perspectives of society on wilderness management issues. These materials will be accompanied by a film-strip on wilderness management.

2. A lab exercise in the form of a wilderness management simulation game, incorporating all of the issues and concerns addressed in the background material, and allowing the students to apply what they have learned.

3. Activities and materials for an optional one-half day field trip to a "wild" setting, preferably with a wilderness manager, seasonal wilderness ranger, or trained volunteer to serve as a resource person.

Why did we select wilderness management to demonstrate a process to teach the public about natural resource issues? In part, because "Wilderness"--both in concept and reality--has always played a unique role in American culture. For one thing, our nation consisted almost entirely of untouched wilderness more recently than did other parts of the world. The process of settling harsh, remote wilderness--and slowly transforming it into what we call "civilization"--has come to represent much of the story of American history itself. Our mythology is filled with heroes both real and imagined--from Daniel Boone to Paul Bunyan--whose accomplishments often related directly to the so-called "taming" of the American wilderness.

But it also was in the United States that human beings first institutionalized a totally new attitude toward wilderness and its place in modern society--the idea of valuing wilderness for what it is, and of preserving it as an enduring resource of importance in

and of itself. That happened when Congress formally designated places like the Bob Marshall, by passing the Wilderness Act of 1964.

Today, more Americans than ever are visiting classified Wilderness areas, and the growing popularity of these lands is posing problems that challenge the ability of land managers to preserve the wilderness quality that attracts these visitors in the first place.

The Bob Marshall Wilderness Complex is entirely unique. And yet, in many respects it is like every other congressionally designated Wilderness. From what it stands for and what people use it for, to the challenges involved in managing the area to maintain its present values, the Bob Marshall exemplifies the major characteristics of wilderness in America. And in some ways, the job of managing the Bob has begun to preshadow a possible--if not probable--future for wilderness management in our country.

When recreational use becomes too heavy, problems soon follow, often because of careless or uninformed behavior. Obviously, wilderness use concentrates along trails and around campsites, which in turn tend to cluster around the area's major attractions.

It is indeed ironic, then, that the growing popularity of Wilderness has begun to require that people actively manage a Wilderness area--interfere with it in certain ways--in order to preserve its apparent naturalness. In this sense, Wilderness management presents a kind of contradiction in terms, for it is the task of those who manage the Bob Marshall and other Wilderness areas in America to prevent change. They seek to leave their imprint as managers of the landscape by insuring there is no imprint of human activity.

At first, it was thought that managing a Wilderness meant leaving it alone. But even before the growing popularity of Wilderness changed all that, managers had to face the irony in the fact that Mother Nature brings forces of change too. The existence of protected Wilderness has contributed to a growing understanding of how Mother Nature really works, and this growth in our knowledge has in turn changed some aspects of wilderness management.

This project will be completed in December, 1985. For more information, contact Ken Wall at the Wilderness Institute, School of Forestry, University of Montana.

# Beating The Odds

Enclosed with this mailing of the journal is an educational program relating safety belt use to Health Lifestyles for High School Students. It's called "Beating The Odds." Developing lifestyles that promote good health for young people have traditionally centered around topics such as nutrition, exercise, smoking, alcohol and drugs. Very often they may not have been taught about the deadliest and most immediate threat to their health—the automobile crash. Car crashes kill more teenagers than any disease or other incident and the odds are that many of your students will be involved in an injury-producing crash.

Drivers and passengers cannot predict when crashes will occur, but they can protect themselves by always using the safety belts already available in the car. This program, "Beating The Odds," provides facts, raises issues, and promotes an important behavior needed to protect the health and safety of all vehicle occupants.

The program is divided into six units and activities for each unit are presented on the Learning Activity Sheets provided. We hope you'll give these materials a try. For more information contact Curt Hahn, Administrator, Traffic Education Programs, Office of Public Instruction, 444-4432.

# Solberg Wins Health Promotion Award

*Physical Management* has been selected as one of five programs to receive the Director's Community Health Promotion Award at the Governor's Conference on Health Promotion and Disease Prevention, February 27th. In an interest of creating awareness of substantive, imaginative health promotion efforts that are occurring statewide, programs such as *Physical Management* are being honored. *Physical Management,* conceived by Eileen Solberg, is an adaptive physical education class designed to meet the specific needs of overweight students. It was developed to give overweight students the knowledge and opportunity to interrupt the cycle of obesity and inactivity that threatens their health. The program will be further submitted to the U.S. Department of Health & Human Services for national competition. For more information, Ms. Solberg can be reached at Box 891, Billings, MT 59103, phone 252-4822.

# MONTANA ASSOCIATION FOR HEALTH - PHYSICAL EDUCATION - RECREATION AND DANCE

MAHPERD

September 1985

Dear Colleague:

Why JUMP ROPE FOR HEART?????????????

I think that it's the best educational tool to come down the pike!!! Through active participation the students are motivated in health education, fitness, working together and overall have a better attitude toward the world. They learn responsibility and the joy of doing something worthwhile for others. They experience volunteer activities and cooperation. Through JUMP ROPE FOR HEART students develop an awareness of their own lifestyle and its effect on their health.

In my 26 years of teaching, I have seen few other projects which generate the enthusiasm in the entire school, both for the students and the staff, that has occurred with JUMP ROPE FOR HEART. Students who see few other successes often are the leaders in this event. It is great for their self confidence and it builds their self esteem. With pride, they radiate a happy smile as they continue to talk about their accomplishments for weeks following. Tests have shown that a good jump rope program can add inches to the performance of the skill Jump and Reach and develops "quick feet." Interest develops among the students to take part in special jump rope groups, to be enthusiastic about class jumping activities and to get their own rope to jump at home.

This is the seventh year for the event at my school. The first year I thought that I'd like to give it a try even though I did not have any idea what to expect. I had to actively sell our school principal on the idea so that we would be allowed to have the event. On about the third year he became actively involved in the jumping and on experiencing the event he became our strongest advocate!!!

The guidelines for the event are very flexible and can be tailored to your own situation. Plan the event within the framework of time and space for your students and your school or community. However, you will really be missing the boat of a good educational opportunity if you don't get involved. The rewards far outweigh the time and effort put into the project! I guess that is what keeps me going and why I support so strongly the project of JUMP ROPE FOR HEART!!!!

If you have any questions or concerns about JUMP ROPE FOR HEART you may contact the Montana Heart Association by calling TOLL FREE 1-800-447-9442, or contact me, Emilee DeKam, at Helena Middle School 442-5720 between 10:30-11:00 a.m. or at home in the evening 933-5330.

Sincerely,

Emilee DeKam

Emilee DeKam
MAHPERD - JRFH Coordinator

The American Alliance has a new leadership program that we have been promoting to our members - The Turnaround Workshop. Perhaps you saw its' ad on the back page of the September and /or October's JOPHERD.

AN OVERVIEW

The Turnaround Workshop is a unique information program devoted to good eating and exercise. A complete offering is packaged for the professional to use in school or community settings; for service or for profit.

The program was developed by the Campbell's Institute for Health and Fitness and is endorsed and promoted by the American Alliance for Health, Physical Education, Recreation and Dance.

THE LEADER'S GUIDE

The program is specially designed to assist the professional in promoting a take charge lifestyle to their audience. A comprehensive Leader's Guide outlines the actual conduct of the workshop.The guide is packaged to give you all the help that you need for presenting the workshop whether you are a seasoned public speaker or layman. It leads you through a series of steps which, when accomplished, should result in a truly successful program. Included in the Leader's Guide are tips on how to prepare and organize your workshop such as: promotion, involving local experts, site selection, polishing rhetorical skills, ordering materials and more.

PROGRAM MATERIALS

Program materials for the leader include both audiovisual and rhetorical sections for the two hour program. A cassette tape accompanies the 160 frame slide show and offers a voice over option. The workbook, Turnaround Lifestyle System, is included and can be used by itself or can serve as a text in the Turnaround Workshop. The three major sections of this book are: Taking Charge; A Turnaround Lifestyle Program, Eating Smart and Your Active Way to Weight Control. (The book is 81 pages.)

THE PROGRAM OVERVIEW

The Turnaround Workshop focuses on integrating three essential elements - positive behavioral change, nutrition and exercise - for lasting fitness and good health. The program demonstrates to people of all age groups and occupations how to fit sensible eating and exercise habits into their everyday lives.

The Turnaround takes a common sense approach to looking good and feeling good. There are no formulas, regimented diets or weekly meetings. All that is required of participants is a personal commitment to make positive lifestyle changes in their daily routines. The Turnaround challenges people to take charge of their lifestyles by using a system of simple behavioral strategies outlined in this kit.

Many of us promise ourselves that we will lose weight, pay more attention to our nutritional needs and become physically fit. Yet statistics show that 90 to 95 percent of weight control programs fail. That is because they ask people to be perfect, neglecting to take into account the unique lifestyle, responsibilities, energy levels and emotional needs of each individual. The Turnaround, on the other hand, is a comprehensive system of food-intake and energy expenditure management.

PROGRAM BACKGROUND

The Turnaround grew out of a study on the role of food characteristics in behavioral change conducted at the University of Pennsylvania, Wharton Applied Research Center, with the support of Campbell Soup Company. The Wharton study linked consumption of soup as part of lunch or dinner with slower eating and reduced calorie intake. With the Wharton study and a recent government study analysis of the eating patterns of 32,000 Americans as a basis, The Turnaround was developed as a coordinated behavioral approach to weight management which easily can fit into anyone's lifestyle. Today, the program is reaching out to groups all over the United States: every age, ethnic and socio-economic group; schools; businesses; industry; civic organizations; human services professionals; and health related personnel.

CONDUCTING WORKSHOPS

The Turnaround Workshop materials are designed for use in the conduct of workshops with other teachers, administrators and staff, community groups within business and industry. It offers the professional quality materials from which to offer your consulting services. The possibilities of groups to present to within your community are many. Such groups could include: school employees, parent groups, YMCA's and YWCA's, Recreation Dept. programs, local business and industry, church groups, civic groups, neighborhood groups, women's/men's clubs, community centers, private clubs (sporting, golf, etc.), continuing education programs, hospitals, weight control program groups, exercise groups within the community and more.

PRICE

* The price of The Turnaround Leader's Kit is $75.00 per kit.

* Please make all checks and/or money orders payable to: AAHPERD Publications sales.

* Please include your check and/or money order with each order and mail to:

  American Alliance
  Publication Sales
  1900 Association Drive
  Reston, Va. 22091

* Please allow 4-6 weeks for shipping.

* Shipping charges are included in the $75.00.

Big Sky State Games

Tom Osborne
Executive Director
406-248-7444 (Bus)
406-256-9368 (Res)
P.O. Box 2418 Billings, MT 59103

# Big Sky State Games Fact Sheet

What are the State Games?

State Games are multi-sport festivals, modeled in the Olympic Tradition and encouraged by the United States Olympic Committee. The Games concept is a direct boost to the United States Olympic Committee's efforts to encourage participation of amateur athletes at many competitive levels.

When are the Big Sky Games?

The inaugural Big Sky Games will be held in Billings, July 18-20, 1986. Qualifying regional competitions for some sports may be held in select Montana cities. Several thousand amateur and recreational athletes are expected to paritipcate. Opening Ceremonies are scheduled for Friday evening, July 18th, with medal competitions ending Sunday evening, July 20th.

What Events Are Included?

The following sports will be represented:

| | |
|---|---|
| Basketball | Softball |
| Bowling | Swimming |
| Cycling | Tennis |
| Racquetball | Track & Field |
| Soccer | Volleyball |
| Shooting | Wrestling |

Who Can Compete in the State Games?

The Big Sky State Games are open to all Montana amateur athletes. Competition will be held in four classes: Elementary, Scholastic, Open and Masters. Individual classes of competition will be further broken down by age and events for both males and females.

For Further Information, Contact Games Headquarters at 248-7444 Ext 410.

Coca-Cola
First Banks of Montana
KOA

Big Sky State Games

Tom Osborne
Executive Director
406-248-7444 (Bus)
406-256-9368 (Res)
P.O. Box 2118 Billings, MT 59103

## U.S. VOLLEYBALL TEAM TO TOUR MONTANA

The Big Sky State Games, Montana's first amateur sports festival, will be sponsoring a statewide tour in April of the U.S. Men's Volleyball Team. Competition will be against the internationally-ranked French team, currently 4th in the world. Tour locations and dates are as follows:

Billings (Metra) - April 1
Butte - April 2
Missoula - April 3

The team is ranked number one in the world and includes several players from the 1984 Olympic Gold Medal Team. They recently won the World Cup in Japan.

According to Tom Osborne, Executive Director of the Big Sky State Games, the tour was organized in conjunction with the United States Volleyball Association, Dean Conklin of Montana Power and The Butte Chamber of Commerce, and Dick Scott of the University of Montana.

Osborne notes, "This statewide tour is one more opportunity for the Big Sky State Games to bring the spirit of the Olympics closer to all Montanans."

The State Games are new to Montana, but are annually held in 18 other states. Amateurs of all ages will compete in 12 different sports, July 18-20 in Billings. The event is modeled in the Olympic tradition and is supported by the U.S. Olympic Committee. Entry forms will be available in the near future at various locations including the major sponsors - First Banks of Montana, KOA Kampgrounds, and Coca-Cola.

Coca-Cola

First Banks of Montana

KOA Kampgrounds

National Association for
Sport & Physical Education

1900 Association Drive
Reston, VA 22091
Telephone (703) 476-3410

NASPE'S INNOVATIVE APPROACH TO P.E. INSTRUCTION

Reston, VA--- NASPE'S exciting Sport Training Education Program (STEP) has been generating a great deal of interest throughout the country. It is a "one of a kind" sports instructional concept that effectively utilizes videotape in lesson plan format with descriptive, colorful student booklets.

There are three hours of videotape instruction in each sport, edited into manageable 10-12 minute segments which makes the program ideal for any P.E. curriculum. The first library is available and includes; soccer, basketball, tennis, golf and baseball. After viewing a ten minute segment of tape the 24 page student booklets are utilized for a complete program all within the time frame of a physical education class. These booklets give the students excellent direction with great description and a colorful appearance. Each booklet contains tips from top flight instructors, graphic demonstrations, scoring charts and a full glossary of terms familiar with each sport.

(more)

An Association of the American Alliance for Health, Physical Education, Recreation and Dance

NASPE'S APPROACH

From sport to sport the structure of the program is identical making the series very simple to follow for both student and teacher. The potential for versatility in the "STEP" project is tremendous. As NASPE President-Elect, Marion Kneer put it, "The booklets can be used in a variety of ways. Many of the tests can be used as a pretest for ability grouping and also can be used as practice events and post tests for grades. In addition the books can serve as records of the students progress as well as a learning resource." She added, "The student could refer to the booklet outside the class and practice independently. Another plan is to have a supply in the department for use on rainy days and shortened days for class study."

The "STEP" progam is an unequaled sports intructional concept which can be adopted to any curriculum. It is being offered in extremely low package prices that are incomparable in the sports/video market.

Further information about the program can be provided by contacting: NASPE, 1900 Association Dr., Reston VA 22091 or call (800) 782-8787. VA residents call (703) 476-3460.

##

# 1986 Northwest District Convention
# Vancouver, Washington
# March 20-22, 1986
# Clark College

This spring the 1986 Northwest District Convention will be held in Vancouver, Washington and in an attempt to have the best attendance possible by Montanans we are supplying this information.

MAHPERD has selected the Thunderbird at the Quay as the "official Montana hotel" as well as being convention headquarters.

Thunderbird at the Quay
Foot of Columbia Street
Vancouver, WA 98660
(206) 694-8341
Toll Free 1-800-547-8010

Others:

Travel Lodge
601 Broadway
Vancouver, WA 98660
(206) 693-3668
Toll free 800-255-3050

Best Western Ferryman's Inn
7901 NE 6th Ave.
Vancouver, WA 98665
(206) 574-2151

Value Motel
708 NE 78th St.
Vancouver, WA 98665
(206) 574-2345

Guest House Motel
11504 NE 2nd St.
Vancouver, WA 98665
(206) 254-4511

**Program:**

Sessions will include programs in elementary and secondary physical education, health, recreation, and dance. Keynote speakers will include Jack Ramsey, coach of the Portland Trailblazers basketball team and Bea Orr, Past President of AAHPERD. Friday night's social will include a "50s" party.

Additional information is being sent to MAHPERD members by the convention manager, but for more information contact:

Gaydena Thompson, Convention Manager
Clark College
Division of H & PE
Vancouver, WA 98660
(206) 699-0184 (O)
(206) 694-4062 (H)

Looking for a roommate? Or a ride?

For those people who are interested in sharing a ride to Vancouver and are looking for someone to travel with OR want to share the cost of a room when they get there, contact:

Spencer Sartorius
Health, Physical Education and Outdoor Education
Office of Public Instruction
Helena, MT 59620
1-800-332-3402 or 444-4434

Spencer will then try to get people together to share rides and/or rooms for the convention.

# ROCKY II

## Rocky Mountain Health Promotion Conference
## June 8-13, 1986
## Eastern Montana College
## BILLINGS, MONTANA

*Designed to:*

Promote a healthier lifestyle for yourself

Develop an awareness of health problems and how to deal with them

Develop a personal/school action plan

Provide current information on a variety of health topics

Enhance school health education programs

*Featuring programs in:*

Wellness, physical fitness, nutrition, suicide prevention, weight control, stress management, self-esteem, anorexia, bulimia, decision making, curriculum development, nutrition, positive behavior change and many more.

National speakers and programs such as "Physical Management," "School Health Curriculum Project," "Project Active," National Dairy Council, Centers for Disease Control, Heart Association and others.

*Description:*

Participants will be able to attend a wide variety of mini-sessions dealing with health-related topics. Keynote speakers include some of the top names in health education from throughout the United States. Participants will develop a plan of action for their school districts to enhance their existing programs.

*Location:*

The conference will be held at Eastern Montana College in Billings. Registration will be from 2:00 p.m. - 5:00 p.m. at Petro Hall.

*Housing/Meals:*

The cost of all meals except dinner on Wednesday night is included in the registration fee. This includes dinner on Sunday evening and breakfast on Friday morning. Housing is available in the EMC dorms at the rate of $40/week, double occupancy, or $50/week for a single.

*Credit:*

This conference will be offered on an optional credit basis for 3 **graduate credits.** Cost for 3 credits will be $35 total!

*Costs:*

Conference registration costs are on either an individual *or* team basis. A district can save money by paying the team cost and sending a full team. Costs are:

Individual: $125

Team (5 people): $550
(6-7 people): $750

Thus, if a district would send seven people, the cost per person is less than $110! *This registration fee will cover all materials, conference expenses and meals (other than Wednesday night).*

*Additional Conference Information:*

Dress will be informal (casual) for all sessions. Participants will want to bring swimsuits, jogging (workout) clothes, old clothes for the float trip, paper and pen or pencil. Those staying in the dorm must bring their own towels and washcloths although bedding will be provided.

If your school district uses a health textbook, please bring one along. Also, if you already have a health curriculum for the district, please bring two copies. You will want to use one and we would like to put one on display.

**Registration is limited.** Return by June 1, 1986.

School District:_____ Phone: _____

| | DORM | | |
|---|---|---|---|
| **Names of Members:** | **Single** | **Double** | **None** |
| 1._____ | ☐ | ☐ | ☐ |
| 2._____ | ☐ | ☐ | ☐ |
| 3._____ | ☐ | ☐ | ☐ |
| 4._____ | ☐ | ☐ | ☐ |
| 5._____ | ☐ | ☐ | ☐ |
| 6._____ | ☐ | ☐ | ☐ |
| 7._____ | ☐ | ☐ | ☐ |

Number staying on campus: Double Occupancy_____$40/week/person
Single_____$50/week/person

**A Preregistration Fee of $100/Team of $50/individual is required!**
Amount enclosed:_____(Please make checks payable to Rocky Mountain Conference)

Return to: Dawn Graff-Haight
HPER Department
Eastern Montana College
Billings, MT 59101

# PHYSICAL MANAGEMENT SUMMER SEMINAR

## Dealing with
## Weight Control — Physical Conditioning — Behavioral Modification — Nutrition Education and Self-Concept

*Sponsored by:*
*The Montana State Facilitator Project, Office of Public Instruction, the Montana Association for Health, Physical Education, Recreation and Dance and Northern Montana College*

**Date:** June 15-20, 1986

**Location:** The workshop will be conducted at the Circle 8 Guest Ranch located approximately 30 miles west of Choteau, Montana. The ranch is in the main range of the Rocky Mountains, south of Glacier National Park and adjacent to the Bob Marshall Wilderness. The ranch includes a swimming pool, horses, lodge, recreation room and some of the most breathtaking scenery in the western United States.

**Course Description:** Participants will be trained in the management of a weight control program for themselves and/or public school students at the elementary, junior high, high school or collegiate levels. Instruction will include: behavioral modification techniques, meal exchange planning, exercise prescription and self-concept development. Participants will "live and learn" the program for one week developing the proficiency to incorporate Physical Management within their individual school districts. The training and materials provided will give the expertise necessary to evaluate body composition, physical fitness testing, dietary monitoring and group leadership. In addition, participants will be given the opportunity to participate in a variety of outdoor recreation activities in a beautiful mountain setting. This course is especially suitable for health and physical education teachers, home economics teachers, elementary classroom teachers, school foods personnel, school counselors, nurses or administrators interested in developing a program to help overweight students. Physical Management is a nationally validated program by the U.S. Department of Education and is a part of the National Diffusion Network's **Programs That Work.**

**Cost and Credit:** The **total** cost of the workshop is $250, which includes course fees for two quarter credits. This covers all meals, lodging and workshop materials. A follow-up paper will be required.

**Limited Enrollment:** By necessity, the enrollment in this seminar will be limited. Applicants will be accepted on a first-come, first-served basis, so please register early. A deposit of $40 (which is non-refundable) is due by June 2, 1986. **But please register as soon as possible.** Additional information will be sent upon receipt of registration.

**Physical Management**

Pre-Registration Form

Name:_____ Phone:_____
Area Code Number

Teaching Area:_____

Address:_____
Street City State Zip

Summer Address:_____
Street City State Zip

Deposit enclosed:_____. Make check payable to: Physical Management

Mail this to: Spencer Sartorius, Health and P.E. Specialist
Office of Public Instruction
Capitol Station
Helena, Montana 59620

**REMEMBER: Enrollment is limited, so please register early!**

The Office of Public Instruction has developed plans for a unique, highly visible centennial project that will involve many local, state and national organizations with students, teachers and parents. Its purpose is to focus on Montana's centennial year by promoting appreciation for Montana's great beauty, natural resources and heritage.

In order to capture the imagination and excitement of the public, the project will begin with the establishment of the "MONTANA CENTENNIAL TRAIL," the first and most majestic portion of the proposed great continental divide trail. Two OPI professionals will actually hike and thus establish the "MONTANA CENTENNIAL TRAIL" during the summer of 1986.

A promotional multi-media slide show of the trek will be developed to coordinate with a multi-agency educational resource handbook. These will be distributed to teachers through training workshops and will be used by teachers in the development of centennial activities with schools, students and parents. These activities will encourage school and family centennial projects during the entire centennial year.

## GOALS

☑ Bring focus upon the Montana centennial year by promoting appreciation for Montana's great beauty, natural resources and heritage.

☑ Promote the continuing education of our youth with knowledge and understanding of environmental concepts which will ensure wise use of Montana's natural resources and beauty.

☑ Encourage interdisciplinary approaches to education.

☑ Encourage closer relationships among students, parents and schools.

☑ Develop new and unique education information and programs for use in Montana schools and with various public groups.

## PROJECT DIRECTORS

SPENCER SARTORIUS
Health, Physical Education &
Outdoor Education Specialist

ROBERT BRIGGS
Science/Environmental/Energy
Specialist

State Capitol, Room 106
Helena, Montana 59620
(406) 444-2086

NEWS from PGA OF AMERICA
BOX 12458
PALM BEACH GARDENS, FLORIDA 33410
TEL. (305) 626-3600

For Immediate Release

PGA SPREADS WORD
OF SCHOOL GOLF PLAN

Golf's place as a lifetime sport is being reinforced by broad-based efforts spearheaded by the PGA of America to put the game into the curriculum of schools across the country.

Under the banner of the School Golf Development Program, this comprehensive new effort to teach golf fulfills a long-standing need by providing economical solutions to the problems associated with golf instruction in the school setting.

While golf clubs, equipment, uniform teaching materials and field trip facilities have not always been available in the past, now a solution is at hand through the organized resources of four leading sports organizations.

The PGA is working closely in this unique concept in junior golf development with the National Golf Foundation (NGF), the Ladies' Professional Golf Association (LPGA) and the National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance.

The School Golf Development Program, first announced last April, represents "a commitment by these organizations to provide an opportunity for every youngster in America to be exposed to golf," says PGA of America President Mickey Powell of Lebanon, Ind., and is a top priority of his administration.

Instructional materials and resources include:

Equipment through the PGA's Club for Kids, donated clubs which will be available without charge for use in school programs; "how-to" films,

(more)

brochures and books produced by the PGA and the NGF for students, and instructor's manuals for teachers; clinician services by PGA and LPGA Professionals, assembly programs designed for gymnasiums, auditoriums and playgrounds; field trips to local golf courses and driving ranges; and program monitoring and counseling.

Other key elements are new PGA junior golf films. The most recent one is entitled "On Assignment With Indy" and it is aimed at pre-teenagers, seeking to bring them into the game. Another film is part of what the PGA Junior Golf Department calls, First Swing, an instructional package which is nearly completed.

The film hopes to change some of the youth's perceptions of golf as a slow, dull, boring game for older people, says Mike Peterson, Director of Junior Golf for the PGA of America. "It shows how golf can be fun and an exciting activity to which youngsters can be introduced at an early age while still enjoying conventional team sports," Peterson says. "Then, when they no longer have the chance to play football, basketball and baseball, golf will be the game they can enjoy for the rest of their lives."

First Swing is a model curriculum that any teacher can follow regardless of his or her background in golf. "Any teacher who can organize a large group of kids and has a basic understanding of the swing can introduce golf with the First Swing method," Peterson adds. "It's more of an introduction or an exposure rather than traditional teaching. Refinements can come later from local PGA Professionals and summer junior golf programs."

(more)

In recent months, Peterson and Ted Zahn, NGF national educational services director, have outlined the SGDP to NASPE state and district convention delegates in Arizona, Colorado, Maine, Massachusettes, Ohio and West Virginia. Over the next few months, similar presentations are planned in Oklahoma (Oct.18), Wisconsin (Oct. 24), Iowa (Oct. 27), South Carolina (Nov. 1 ), Missouri (Nov. 7), Illinois (Nov. 22), Pennsylvania (March 3), California (March 20) and Wyoming (April 25).

"We explain the various program elements of the SGDP and how these can assist them in offering some kind of golf instruction," Peterson said. "We have attracted both new and experienced classroom teachers from all grade levels, as well as golf coaches."

The suggested format for the day-long workshops include an introduction to the school program, SGDP services and programs, an SGDP model, how to start or improve a golf class, lecture presentations or practice activities (optional), a "How to Teach Golf" guide, golf activities for gymnasiums and/or schoolyards, and small group and individual lessons.

Additionally, PGA Professionals are being encouraged to become involved in an SGDP phase called Adopt-A-School in their communities. By serving as a local coordinator and consultant, the club professional becomes directly involved in all elements of the national SGDP; field trips, Clubs for Kids and clinician services.

"The PGA is embarking on a program to assist teachers in getting golf into the physical education curriculum," Powell said. "We want to get our members involved on the grass-roots level, and we want the schools to be aware of the programs that are available to them when they are contacted by one of our professionals."

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"It is a nationwide, cooperative effort at the community level to help the kids," he added.

For further information on how to get a program started, educators are encouraged to contact their local PGA Professional or the PGA Junior Golf Foundation. The 14,000 members and apprentices of the PGA of America, the world's largest working sports organization, in cooperation with the NGF, the LPGA and the NASPE are ready to help.

AAHPERD news
The American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive, Reston, VA 22091

PHYSICAL EDUCATION PIONEER DIES

RESTON, VA---Physical education pioneer Mabel Lee, who helped eliminate the early sex barrier in the profession, died of a heart attack December 3 in Guthrie Center, Iowa. She was 99 years old.

Entering the physical education profession in the early 1900s, Lee pursued a career few women had previously attempted. Yet her passion for the profession propelled her past obstacles to a position of international acclaim.

She was a founder and president of the National Association of Physical Education for College Women.

Lee's 28-year tenure as professor at the University of Nebraska in Lincoln yielded a 77-percent increase in female students participating in intramural sports, an expansion of team sports, a strengthened academic program and national attention for the department.

Her professional achievements earned her national prominence in 1931 when she was selected the first female president of the

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American Physical Education Association, now the American Alliance For Health, Physical Education, Recreation and Dance (AAHPERD).

In 1940 Lee became the first women president of the American Academy of Physical Education. Recognizing her capabilities, United States presidents appointed her to physical fitness posts in World Wars I and II.

Accomplishments and awards continued long after her retirement from the University of Nebraska. Lee traveled to Iraq as a Fulbright professor to help the Ministry of Education develop teacher training courses in physical education for women. In 1975 AAHPERD established the Mable Lee Award in her honor to recognize outstanding female physical educators.

At 96, Lee was presented one of the first National Honors Awards for Contributions to the Sports Participation of Women, sponsored by the President's Council on Physical Fitness and Sports. At 98, she received AAHPERD's Centennial Award.

Throughout her life, Lee followed a philosophy of "the greatest good for the greatest number." She maintained that physical education programs in the schools should be for all students, not geared solely toward developing outstanding athletes or intercollegiate teams. She disapproved of the added attention federal regulation Title IV gave to superior athletes of both sexes.

Lee faced criticism from persons opposing women's involvement in physical education, as well as from those

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opposing her philosophy. Her policies were denounced by the Ku Klux Klan, the Women's Christian Temperance Union, faculty members and even some promoters of varsity women's sports.

Although Lee's parents were determined their daughters attend college, even they frowned upon her concentration in physical education.

She earned her bachelor of science degree from Coe College in Cedar Rapids, Iowa, and a professional physical education certificate from Boston Normal School of Gymnastics and Wellesley College.

Lee authored several autographical books detailing her convictions about physical education. Among them are Memories of a Bloomer Girl, Memories Beyond Bloomers, Growing Up at the Turn of the Century, and Camel Bells and Cadillacs.

Memorials may be made through the Mable Lee Archives Fund, AAHPERD, 1900 Association Drive, Reston, Virginia 22091.

IN MEMORIAM: GEORGE F. SHROYER

It is with great sadness that we report the untimely death of George Shroyer, a long time member and leader in the health and physical education field. George and his wife Jeanine were killed 10 October, 1985 when the plane that George was piloting went down in a field near Salina, Kansas.

George received a B.S. from Fort Hays Kansas State College, M.S. from Kansas State University and Ed.D. from the University of Wyoming. George taught health and physical edcuation in the Laramie Public Schools and Kansas State University before coming to Montana State University. At M.S.U. George served as Chairperson of the Men's Physical Education Department and then Head of the Deaprtment of Health, Physical Education and Recreation from 1965-1981. George was appointed Assistant Dean of the College of Education from 1981-1984. During his tenure at Montana State, George served as President of the State Association, Vice-President for Physical Education, Chair of the Research Section, member of the Honor Awards and Necrology Committees for the Northwest District of AAHPERD, and on the Honor Awards and Necrology Committees of AAHPERD.

Statewide, George served as the chair of the State Conference on Smoking and Health, as chair or the Advisory Committee to Joint Staff of the State Department of Public Instruction and Department of Health, and on task forces to study the future of public schools in Bozeman, Butte, Great Falls and Roundup, as well as a consultant to the Labre Indian School in Ashland, Montana. George was a hearings officer for the Office of Public

Instruction since 1983 and an arbitrator since 1975, belonging to the Montana Board of Personnel Appeals, the Federal Mediation Board and Conciliation Service, and the American Arbitration Association. He had been involved in labor relations since the mid-1970's. George was 51 at the time of his death.

A scholarship fund has been established in the names of George and Jeanine Shroyer. Contributions in their memory may be sent to the Endowment and Alumni Foundation, Huffman Building, Montana State University, Bozeman, Mt. 59717.

# EDITORIAL

With the new school year and our high school league activities now underway, it causes me to question the goals and responsibilities that I have as a teacher and administrator.

With the encouragement of some and the caution of many, I feel the need to express myself and challenge others to think about how successfully we are meeting the goal of being educators first, and coaches second. Over the past several years, the feedback I have been getting from players, coaches, parents, and teachers has not convinced me that our priorities regarding athletics are in the proper order.

Idealistically, we were hired first because of our ability to be effective classroom teachers and second because we can coach. Realistically, that doesn't always happen. The message that this sends is confusing, and thus causes a growing concern to develop about the educational soundness of our priorities. Kids learn from our priorities and the importance that we place on them.

An encouraging statement and one that supports much of my philosophy on this issue is the Browns vs. Minnesota State High School League case in 1970:

". . . high schools are not obligated to prepare or train students for a career in professional athletics. We gather that they conceive their obligation to be the developement of the whole person and to avoid an overemphasis on extracurricular athletic activity which may distract from the student's interest in and contribution to the total educational process. They have determined that such overemphasis on athletic activities interferes with academic goals as well as the goals and responsibilities of life for which the education system seeks to prepare our citizens." Are we as teachers-coaches making this happen?

There have been many changes, however, since the mid-1970's and certainly I am not against change. (Let us never regress back to the Naaf anti-competitive philosophy of 1923!) But, often I do feel an increasing pull in the direction that more
is always better. More games in a season, more weekend tournaments, more practices (weekend, Holidays), more out-of-season conditioning, etc. Is more always better?

Is more than one game a week necessary? It's difficult to condition and practice well with so little time between games. More importantly, for many with long traveling distance an early-week game makes it difficult to be effective as a teacher or student the next day when the bus leaves immediatley after school and returns home around midnight. Is more always better? I think not. If our goal is to help develop student-athletes and our top priority is to provide a well-rounded education,then we must allow for this to happen. Our decisions as a teacher-coach should be based on the best interests of our student-athletes. We must pay more than lip service to this.

Naturally, we would like to have the best team possible and help to develop the skill potential of the team members. Carefully planned practice sessions will develop these skills and we all know that the more we practice the better we'll become. But where do we draw the line?

Is more always better?

Those who have been involved in winning programs are well aware of the increasing pressure that is put on athletes and coaches. Because we did very well in one year it is often expected that each succeeding year should bring equal or better results, and if we work even harder we should be even better. Unfortunately, that doesn't happen very often and sometimes we can get caught in the pressure web. Winning is hard to let go of, and its feeling is addicting.

I think we must also be aware of the need for many of us, teacher-coach, student-athlete alike, to have time for other interests and activities during the season. Feeling that we can book our athletes time so tightly may suffocate their chances to grow in other areas.

We must also keep in mind the importance of allowing kids to be with their families- the main base of support for many young people. Would we really have less of a team if we didn't practice on a Saturday? Would we really be behind if once or twice during a season we took a day off from practice or quit early? Would the players really suffer if we gave them five succeeding days off during Christmas vacation? I am not suggesting that we turn competitive athletics into intramurals, but I am convinced that sometimes we put so much emphasis on the physical preparation of our athletes that we forget the emotional and mental needs of adolescents. We work so hard on the body that we forget about the mind.

Chosing to be involved in high school athletics does require dedication of time, energy and talents, as well as sacrifice. In addition, many of our students are involved in more that one activity during the year. We can teach many thing about life through athletics and the rewards can be invaluable. Very few of our players will go on to be professionals but all will go on with life, careers, changes and memories. Athletics can help in this lifetime preparation but certainly cannot do it all. Few of us got where we are today strictly because of how we played on a high school team, and we must remember this same fact with our student-athletes. Hopefully, we are in this business for the best interest of the kids and not for our own glory.

In conclusion, there are no easy answers to all of this. This is not a reprimand to coaches, we do a good job but these are some concerns that need to be considered. Our influences as educators goes for beyond the gym or playing field and we must remember the needs of all of our students, athletes or not. A strong, well-rounded education for all is the most important game we can win.

Liz Ackerwold, Lake City High School

MONTANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE
EXECUTIVE BOARD
1984-85

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| State Supervisor<br>Health and Physical<br>Education | Spencer Sartorius | Office of Public Instruction<br>State Capitol<br>Helena MT 59620<br>(444-4434 or 800-332-3402) | 721 Red Letter<br>Helena MT 59601<br>(443-4809) |

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| Student Representative<br>Advisor | Gary Gray | Division of HPER<br>Eastern Montana College<br>Billings MT 59101 | 37 Mountain View Blvd.<br>Billings MT 59101 |
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| Promotions Director | Bob Williamson | School District #2<br>Billings MT 59101<br>(248-7421 x244) | 5705 Sam Snead Trail<br>Billings MT 59106<br>(656-6649) |
| Convention Manager | Jeri Ooms | C. R. Anderson<br>1200 Knight Street<br>Helena MT 59601<br>(443-1760) | 1531 Leslie<br>Helena MT 59601<br>(442-8996) |
| State 10K Director | Deb Witcraft | (252-0733) | 1106 Denway Place<br>Billings MT 59105<br>(259-3957) |
| Jump Rope for Heart Coordinator | Emilee Dekam | Physical Education Department<br>Helena Middle School<br>1025 N. Rodney<br>Helena MT 59601<br>(442-5720) | Box 13, Pinecrest<br>Clancy MT 59635<br>(933-5330) |
| MAHPERD Journal Editor | Bob Doctor | Helena High School<br>1300 Billings Avenue<br>Helena MT 59601<br>(442-8090) | 1509 Wilder<br>Helena MT 59601<br>(443-4828) |
| Honors Committee | Emilee Dekam, Chair<br>Members: Eileen Solberg, Dave Obcrly, Bob Williamson, Joel Meier | | |
| Mission Possible | Appointments are being made -- will be listed as soon as confirmations and acceptances have been made. | | |
| Legislative Committee | Appointments are being made -- will be listed as soon as confirmations and acceptances have been made. | | |